The AGRICULTURAL EDUCATION Magazine

VOLUME 32 MAY, 1960 NUMBER 11

Featuring

Summer Programs

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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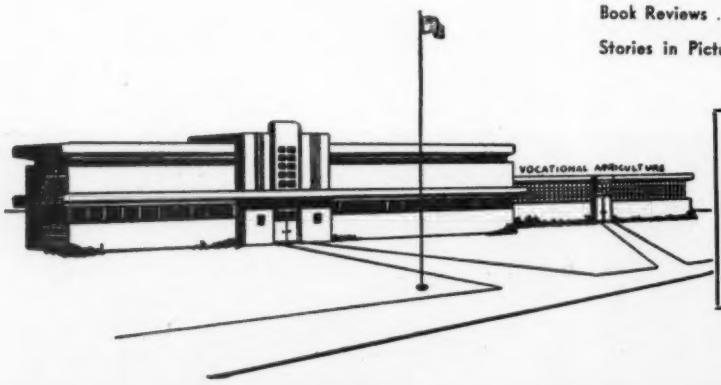


Subscription price, $2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Second-class postage paid at Danville, Illinois.

The Summer Is Yours to Use or Waste

HOWARD CHRISTENSEN, Teacher Education,
University of Nevada

The successful vocational agriculture educator uses his time in the summer as carefully as he does in the regular school term. He may not follow the clock as closely as in the winter, but his accomplishments indicate he has followed carefully laid plans.

The summer affords a change of pace and a different setting which gives you a chance for reflection and review of last year's activities. This evaluation, the separation of the wheat from the chaff, the lighting of new fires for the future is possibly the most important function of the summer.

The summer furnishes the ideal time to mend the fences in your public relations program. You should take every opportunity to work with school administrators. It is usually a wise move to invite them to visit some of the students' farming programs or solicit their suggestions for improvements in the department's annual program.

Here you find the extra time needed to really get to know the students and their parents on the farm. If we are going to continue to make the claim of providing a vocational program in light of the shortened class periods, we must do a first class job in our on-the-farm training. Each student should be visited frequently on his farm each summer. To roll up the sleeves and work side by side with him and his father for a limited period of time pays big dividends. It gives you time to learn and collect new ideas on farming which adds meat and meaning to the lessons to be taught in class. The summer visits lay the groundwork for the young farmer and adult classes to be taught the following winter.

The summer provides time to read and select ideas and materials to be carefully filed away for later use.

Most of our agricultural colleges provide short courses to enrich a teacher's understanding of technical subject matter. The successful teacher is always alert to learn new ideas and methods which will keep him up to date in our rapidly changing field. The two weeks to a month in summer school will be reflected in superior teaching.

Not all the summer is spent in mere reflection and supervisory visits for our successful teacher. There are the monthly FFA chapter meetings sweetened by a few watermelons or ice cream. The officers, possibly with other selected students, meet together in the cool of the mountains or lake shore to plan the FFA yearly Program of Work.

Yes, all this looks easy and should be easy. Wasting

(Continued on page 244)

From the Editor's Desk

Summer Is for Thinking

We do least well the most important task we have —thinking critically about the future forms of agricultural education needed in our communities. The summer can provide us with the time needed for this important task; our concern with the health of our profession should provide sufficient motivation. But before we can be certain that we are actually thinking about agricultural education with all of its implications, we will have to ask ourselves questions such as the following:

1. Are we thinking only of keeping all agricultural education under the vocational agriculture "financial tent" in order to assure the preservation of the present organizational structure of the vocational agriculture program?
2. Are we thinking only of the kinds of agricultural education vocational agriculture teachers, as presently prepared, can provide?
3. Are we thinking of serving the farm population only, limiting agricultural education programs to rural communities?
4. Do we see agricultural education only as vocational agriculture plus a kind of agricultural education designed to plead agriculture's cause with nonfarmers, ignoring the needs and wants of the nonfarmers we would have enroll in agricultural education courses?
5. In our preoccupation with planning for post-high school education, are we forgetting about the vocational needs of those who will leave high school at an age too young to take advantage of distant technical schools?
6. Are we overlooking the possibility of developing agricultural education programs to .meet the avocational needs and interests of both high school students and adults?
7. Are we overlooking the many varied kinds of agricultural education already being provided in the public schools?
8. Are we wasting time and energy chasing red herrings and failing to develop constructive proposals for future agricultural education programs?

Effective planning for the future of agricultural education depends to a great extent on our ability to consider objectively the implications of the questions raised. New programs to meet present and future needs will not be developed if our vision is clouded by personal fear and bias. For this kind of thinking and planning, time is needed. The summer months can provide the time if we have the desire. □

The Summer Is—

the summer by indolence and poor planning, or for other reasons failing to rebuild the body, the vision and the imagination necessary for stronger programs and superior teaching, is a price we can ill afford.

To go through the summer without increasing one's skill or fund of information is the earmark of the "dogies" in our profession.

During the bonus time provided by the summer we must ring our own bells and be our own boss. How we use the summer determines the success of our total program.

THE SUMMER OF 1960 IS YOURS TO USE OR WASTE. What will you do? □

The Cover Picture

The cover picture shows the two teachers of vocational agriculture at Foley High School, Alabama—B. C. Nix and W. A. Phillips. They are working out a cooperative summer program of work. In a two-teacher department careful, thorough planning is absolutely essential, especially since duplications of effort might occur otherwise.

It is easier to plan the summer program in a single-teacher department. Where two teachers are involved, additional decisions have to be made on the divisions of responsibility in each area of work. Only six phases of the work were listed on the chalkboard, with the number 7 left blank to indicate that there are many more areas of work to be planned. □

Present the facts about—

Summer Program Accomplishments

MORRIS N. ABRAMS, Teacher Education,
Louisiana State Univ. and A. & M. College

Morris N. Abrams

VOCATIONAL agricultural education shall be taught for twelve months each year. This statement is generally accepted by educators who have been trained in this program and who have been closely associated with it during their professional careers. However, can scientific data be presented that will conclusively prove that this program must be for twelve months? In the past vocational educators have been successful in continuing a twelve-months' program by presenting the possibilities of the program, the activities that are necessary for the completion of an agricultural enterprise, and that farming is a business that continues throughout the year. These beliefs are true, but are there sufficient data available to present the role of the instructional program in the support of these activities?

Since vocational agriculture was begun associated with public secondary schools and has continued to be closely associated with them, the primary basis for the employment of the teacher has been the in-school program. The association with the secondary school is essential for a successful training program for in-school youth and the vocational agriculture department should be an integral part of the school system. The problem that this presents is to get the school boards, administrators, and teachers to recognize that vocational agriculture includes activities beyond the classroom. Since the normal school term is for nine months and most of the other school programs are completed during this time, it makes the problem of convincing others that there is a need for a twelve-month program in vocational agriculture more difficult.

This was brought to the attention of vocational agriculture educators in Louisiana during the past summer when a move was made by certain school administrators to get the State Board of Education to grant them permission to conduct vocational agriculture programs in their schools for terms of less than twelve months. They stated that they did not want to remove the agricultural instruction from their schools but only wanted the right to offer it for less than the required twelve months. The State Board did not grant this request and the vocational agriculture program is still taught for the entire year. However, this should point up to all concerned with vocational agriculture that there is continually a need for the presentation of data on the activities of the program if it is to continue in its present form.

One of the major reasons for the request for this change was the passage of Act 130 of the 1958 Louisiana Legislature. This Act provides that "any teacher employed by a parish or city school board, who teaches for a period in excess of nine months within any twelve month budget period for said parish and city school system, shall be paid a salary for the period in excess of nine months at the same monthly rate as received during the regular nine month school term—." The passage of this Act was the result of some boards not paying the teachers, who were employed more than nine months, the same monthly rate during the summer months that they were paid in the regular school term. The State Plan for Vocational Education requires that teachers of vocational agriculture be employed for twelve months but does not stipulate the rate that they shall be paid in the summer, and prior to the passage of this Act some of the local boards were paying the teachers less per month for the summer months.

In an attempt to provide data on the systematic agricultural instruction provided by teachers, an analysis was made on the number of organized classes taught in the three summer months for the fiscal year of 1957-58. These data were secured from the report forms submitted by the teachers to the State Department of Education. On these forms the teacher reported the date the class was held, the number of hours of the class meetings, the subject taught for each class and the enrollment and attendance record. The completed report was then approved by the high school principal and parish superintendent before being submitted to the state office.

During the three months included in this analysis, the 238 white teachers of vocational agriculture in Louisiana conducted the following amount of systematic group instruction in agriculture:

Young Farmer Instruction
Number of classes—314
Number of hours—677
Total attendance—2280

This is an average for each class of 2.15 hours in length with an average attendance of over seven young farmers for each class held. The subjects taught during these classes consisted of many of the problems for young farmers including instruction in farm mechanics.

Adult Farmer Instruction
Number of classes—577
Number of hours
of instruction—1318
Total attendance—4737

The classes for systematic instruction for adults averaged 2.28 hours in length with an average attendance of over eight adult farmers for each class. The problems taught did not follow any prescribed outline but were apparently determined by the needs of the class members. There were problems pertaining to livestock production, crop production, insect control and farm mechanics.

It must be kept in mind in reviewing these data that they relate only the systematic out-of-school instruction provided by the teachers. They do not take in account the teachers' individual visits to these class members' farms or the individual instruction given to each of them. In addition, the teacher has the supervised farming programs for the in-school students that are to be supervised, the Future Farmers of America activities, professional conferences, and the preparation of the classroom and shop that must be attended to during these summer months. These data are presented to attempt to point up the fact that the teachers do carry on systematic instruction during the time that the regular school term is not in session.

If the program of vocational agriculture is to be continually presented in its proper perspective, then it appears that each teacher, supervisor and teacher trainer must begin to collect information and prepare data that will properly support the program. The teacher should carry on this activity on the local and parish (county) level with the supervisors and teacher trainers collecting and analyzing the information for the district and state. If this is done, then the real facts about the accomplishments of the program of instruction in vocational agriculture can be properly presented to the authorities who administer the program which should then receive the necessary support for its continuance in meeting the needs of people who want it and can profit by it. □

The results of planning—

Demonstration plots for a summer instruction program must be planned in advance.

Sound advice on—

Planning the Summer Instructional Program

KENNETH KRAMER, Vo-Ag Instructor, Belleville, Wisconsin

Kenneth Kramer

HOW will you use the summer period? The instructor in vocational agriculture has a major problem in making the decision of how this time should be spent. During the summer he is expected to carry on public relations, plan his program for the coming year, maintain and build up his teaching facilities, attend and help at fairs, improve his professional standing by attending summer school, and have some vacation. If all these activities are done as they should be, a minimum of time is left for the most important job of all, the summer instructional program. If vocational agriculture is to accomplish its purpose of training farmers for establishment and proficiency in farming, a definite summer instructional program must be carefully planned.

The summer instructional program for most instructors will deal with three different types of students: (1) all-day high school students, (2) young farmers, and (3) adult farmers. The kind of instruction for each group will depend upon conditions in each department and upon each farm. This is where planning plays an important part. If you are going to hold the respect of your students for the program, instruction will have to be planned.

Many instructors are now conducting young and adult farmer classes the year around and are finding that attendance can be even better in summer meetings than during the winter months if the work is planned and something worthwhile given. The summer months are a natural teaching time because the boys and farmers are engaged in many of the jobs and activities that were discussed during the school term; if a follow-up of our classroom teaching is not done when the boy or farmer is actually doing these activities, we have missed one of our

best opportunities for doing a good job of teaching.

The purpose of this article is not to tell how to carry out a summer instruction program but to emphasize the fact that it is the most important part of any agriculture instructor's summer program and too often the most neglected due to the lack of proper planning.

Inventory of Work

Planning for the summer instructional program should begin by taking an inventory of the work that must be done during the summer. In our state, the state office staff has developed a suggested form for recording the summer time work of the agricultural instructor. I find this a very good inventory form. By placing on the form the dates of definite obligations such as the time of summer conference, FFA convention, vacation and fairs, you actually become aware of the time that you have for conducting your program of individual on-the-farm instruction. Unless an instructor becomes aware of the time that he has for individual on-farm instruction, it is very likely that he will discover at a late hour that the summer is over and that he has spent his time on other activities when he should have been on the farms of the students.

Making Arrangements

We must carefully plan the on-the-farm instruction if it is to be instructional rather than just a "happen to be in neighborhood" visit. First, plan for the time of the instruction. Don't expect to hold interest in the program if you drop in on a farm and announce that you are going to take the boy out to his corn field for a couple of hours to run some tissue tests and stand counts to determine which fertilizer practices to follow just when the boy is needed by Dad to help make some good alfalfa hay. Instead, make arrangements for your coming. An idea that I have used is to send a post card to the all-day student setting the day and approximate time I will be at his farm and stating the purpose of the visit. If this time is not suitable, the student is to let me know either by calling me or by sending me a card. A few years ago I established the practice of having definite office hours. The hours in my case are two hours right after noon lunch. These hours are announced to the young and adult farmer groups, to the all-day classes and to the general public through the local paper. This gives a definite time when I can be reached and gives me time to work on mail, records, and preparation of facilities. On days when I am not in the office, messages are called to my home. It is also a must, if for some reason you find it impossible to keep the date set, that you inform the student and make new arrangements. Many times it happens that as a result of such planning for the visit the parents, especially Dad, are also present and take part in the instruction or have questions ready when you arrive. Thus the instruction becomes an all-farm and all-family situation.

Summer Meetings

In our department we do not as yet use the all-year class method for young and adult classes but supplement the winter class work with demonstration meetings during the summer. Such meetings, if they are to provide real instruction, take a great deal of work and planning. My area is on the edge of the glacial drift and as a result there are many kinds of soil types and, hence, many fertility problems among the farmers in the area. For this reason, we conduct many crop and fertilizer demonstrations. Several such demonstrations have been the result of requests of the class members. This past year we conducted a grain variety trial plot as a result of young farmers desiring to try different grains on a particular type of soil. This demonstration was planned in cooperation with the county agent who furnished some of the seed grain. Other varieties of grain were furnished by dealers and by the farmers themselves. This demonstration culminated in a twilight meeting in July when about 85 farmers of the department and community attended to view the results and learn about varieties best suited for this type of soil.

Let us remember that on-the-farm instruction is still the most important phase of the summer program of the instructor in vocational agriculture and that good instruction during the summer or at any time does not just happen but is the result of careful planning. □

Are we - - -

Changing Our Program with the Times?

C. C. BEAM, Vo-Ag Instructor, Herndon, Va.

C. C. Beam

IN the good old days, as some still call it, we had one blacksmith in every community to keep the plows sharp, horses or mules in shoes, and the wagons in running order. Don't forget the old country store that would carry every need of the farmer such as seed, fertilizer, feed, food, etc. You name it, he had it. The store would also buy everything the farmer had to sell, so you see it was a one-stop business.

Today specialization has moved in and we have a separate store for about every need we have. Now, have we as teachers made the big change? Do we still teach how to care for the one calf, one pig, one or two acres of crop or whatever it may be as we did back in the old days? Are we still preparing boys for the old days or teaching students how to make a living farming when we know "darn" well the number of farms in the country is on the decrease, and we know that 75% more or less of our boys are not going to be farmers? We must admit it and teach our students some other way to make a living.

No doubt you have heard of "Semi-Professional Related Agricultural Occupations" which requires an estimated number of 200,000 men each year for replacements. This occupation requires an estimated 120,000 more than farming. Yet we try to train our students to be farmers when we only need an estimated 80,000 each year. There again, are we changing with times and need? If you would only stop by some feed mill, fertilizer plant, farm machinery place or garage you will find some of your high school students working there; 50% or more of them will be your ex-vocational agriculture students. Who are the others and who trains them for that work?

If those of you who have been in

the field 15 years or more will only look around your school, you will see other vocational subjects offered which were not offered 15 years ago. The vocations that have moved in would be Diversified Occupations, Distributive Education, Vocational Office Training, and Industrial Arts. When they moved in, how many of our agriculture students moved out? Did we ask the reason why? The other vocations are taking our students and putting them to work in the feed mill, fertilizer plant, seed store, and farm machinery place. Which one is best trained to teach that student what feed is needed for the animal, what fertilizer is best for the crop, and how to repair farm machinery? The agriculture student goes to the store to buy a particular kind of fertilizer or seed and finds they do not have it. What will he do? I dare say he will buy whatever the clerk suggests, as the clerk is after a sale, not the crop. Now, if we had only trained that clerk, would he have not been better fitted to suggest the best kind of seed, fertilizer or feed needed? Here again I will ask, "Has our program changed to meet the need of the student and times?

Let's look at this another way. The person who is working in the store only works around 8 hours per day or 40 hours per week. What does he do the rest of the time? A large percent of them call themselves part-time farmers, or small farmers. Now if our program had been changed so that we could have had that student while in school, we could have taught the student agriculture along with some kind of allied occupation. While in our shop and classroom, at least he would know what kind of fertilizer is best for a crop and what is next best. The same would hold true about buying feed for animals. Do we keep all this in mind when teaching or do we only teach how to farm?

Here again I will ask, "Are we changing our methods of teaching along with modern times, and are we teaching allied occupations along with our vocational agriculture?" Do you think we should teach occupations that are related to agriculture, follow the student on the job and use his work there as his project; or should we still follow old methods which we have been following for the past 30 years? □

Your Parent-Son Banquet— Is It Getting Better Each Year?

If you feel it isn't, maybe here are some reasons why—

ZENO E. BAILEY, Teacher Education, East Texas State College

A GUIDE FOR EVALUATING AN ANNUAL PARENT-SON BANQUET

Instructions for Rating

This guide is designed on the basis of 500 possible points. Each division is weighted but assigned value can be adjusted to fit each situation. Rate each item and add the individual items to establish the rating for the entire banquet program.

DIVISIONS TO BE SCORED	SCORE RANGE IN POINTS	YOUR SCORE	COMMENTS
ORGANIZATION AND PLANNING —175 points			
Invitations—35 points			
1. Date set at a time convenient to the school and community	0-5		
2. Guests were given adequate notice prior to the banquet	0-7		
3. School and community leaders were invited	0-8		
4. Newspaper publicity given was adequate	0-9		
5. Size of committee was adequate	0-6		
Decorations—52 points			
1. Appropriate for the occasion	0-9		
2. Carried out theme of FFA	0-10		
3. Color scheme appealed to the eye	0-8		
4. FFA paraphernalia properly displayed and used	0-7		
5. Arrangement of seating promoted an atmosphere of friendliness	0-9		
6. Arrangement was such as to eliminate seating confusion	0-10		
Reception—61 points			
1. All guests were properly introduced	0-12		
2. Guests' wraps and coats were properly cared for	0-9		

Zeno E. Bailey

MUCH effort has been expended by teachers of vocational agriculture extolling the values and virtues of the parent-son banquet as a means of establishing good will between the school and the community. A review of the multitude of articles which have been written on this subject will lend credence to this statement. That the parent-son banquet has practically unlimited teaching opportunities for the teacher of vocational agriculture is not doubted. On numerous occasions the writer has heard teachers remark that the parent-son banquet provides them the best opportunity to inform the public of their total vocational agriculture program. These same teachers likewise felt that support from the parents and their comments following the banquet provide a fairly reliable index as to the community's acceptance of the total program of vocational agriculture.

Granted that the parent-son banquet, when properly planned, conducted, and evaluated, does hold for the alert teacher practically unlimited teaching opportunities, yet how shamefully we neglect to take full advantage of such opportunities when our parent-son banquet is held.

Failure to Evaluate: The Most Often Neglected Part of Teaching

To evaluate, according to Webster, is to determine the value or worth of

DIVISIONS TO BE SCORED	SCORE RANGE IN POINTS	YOUR SCORE	COMMENTS
(Table continued)			
3. Guests were guided through the school and shop	0-8		
4. FFA shop projects were on display	0-14		
5. High percentage of guests invited attended banquet	0-18		
Opening Ceremonies—27 points			
1. Each officer knew his part and performed well	0-14		
2. Ceremony was carried out with great dispatch and effectiveness	0-13		
FOOD AND SERVICE—100 points			
1. Food was tasty, served hot and adequate in quantity	0-30		
2. Menu was well planned and nutritionally balanced	0-16		
3. Menu was economical and well within chapter budget	0-25		
4. Table service was efficient and adequate for group being served	0-18		
5. Mothers and sisters assisted in food preparation and serving	0-11		
PROGRAM—150 points			
1. If speaker was used, his address was:			
a. Appropriate in content	0-6		
b. Suitable in length	0-7		
c. Timely for occasion	0-3		
d. Of interest to group attending	0-4		
e. Effectively delivered	0-5		
2. Program started and ended on time	0-10		
3. Toastmaster could be heard and understood and kept program moving smoothly	0-12		
4. Entertainment was appropriate and provided by local members	0-11		
5. Entertainment appealed to farmers and guests	0-13		
6. Chapter accomplishments were made a part of the program	0-15		
7. Program was provided by members	0-17		
8. High interest was maintained throughout program	0-10		
9. Program was highly educational	0-14		
10. Award winners received proper recognition	0-10		
11. High percentage of membership participated in program	0-13		
CLOSING CEREMONIES—75 points			
1. Contributors were recognized and gratitude properly expressed	0-11		
2. Suitable pictures were taken for follow-up publicity	0-8		
3. Program was closed with proper closing ceremonies	0-7		
4. There was evidence that parents and guests enjoyed themselves	0-8		
5. All FFA paraphernalia and equipment properly removed and stored	0-7		
6. Banquet room thoroughly cleaned and equipment put in order following banquet.	0-9		
7. Advisor and members evaluated banquet effectiveness the following day	0-25		

an object, item, and so forth, in terms of a prescribed ideal, goal or standard. Evaluation is the most woefully neglected phase of our total instructional program. Failure to evaluate is all too true whether we are evaluating tangibles or intangibles, although rather objective criteria have been developed for those phases of the program which lend themselves to rather accurate quantitative measurement; e.g., bushels of corn, pounds of pork, and so forth. But when an attempt is made to evaluate such intangibles as human growth and conduct, it becomes, at best, a highly subjective undertaking.

Far too often our teaching ends when committees have been appointed, assignments made, and work gets underway. If time is available we might call the committees together once or twice in order to get a report of their progress. From this point on we are inclined to more or less "hope" that everything will work itself out. If everything goes well on banquet night, the whole affair is considered to be a success. But at this stage do we really know if our teaching has been effective? Do we know the extent to which we have attained our stated objectives?

If the parent-son banquet is to fulfill the purposes for which it exists, namely, the development of leadership, recreational, and social skills and abilities, the teaching must not cease when the last guest departs and the banquet hall has been cleaned and put in order for the next day's activities. In far too many cases, however, this is unfortunately where much of our teaching ends. It is the writer's fondest hope that our teaching in the future will not cease when the banquet hall is put in order following the banquet, but that we will engage our boys in a comprehensive discussion and evaluation the day following the banquet. Then and only then will our banquet get better and better each year as we now have a sounder foundation upon which our future program planning can be built.

Suggested Yardstick for Sizing Up Your Banquet

Cognizance of the tremendous task involved as attempts are made to measure human growth and development has motivated the writer to attempt to develop as objective as possible a guide by which the teacher of vocational agriculture and his students may determine the extent to which they have accomplished what they set out to accomplish through

their parent-son banquet. In the course of its development, the writer has subjected this guide repeatedly to the following criteria: (1) Is it simple enough for use by high school students? (2) Is it brief enough in length yet comprehensive enough in its scope that a fairly comprehensive analysis will be made of the banquet programs? (3) Can the guide be interpreted, analyzed, and understood by them? (4) Can the inofrmation furnished by the guide be used by the teacher and his students as a basis for planning subsequent banquets in future years?

Should you and your students decide to make use of this guide in evaluating your next parent-son banquet, you may find it desirable to assign varying weights to certain divisions and parts. The assigned weightings are relative and should be adjusted to fit more nearly into the overall philosophy of your school and community. Realizing that a guide of this type can never be complete, you are always free to add any items that you feel should be included. You are at liberty to reproduce all or any part of this guide for use in your local program. The writer would welcome any comments and suggestions that would improve its overall effectiveness as an instrument for appraising the effectiveness of the local parent-son banquet. □

A success story—

Summer Program Brings In $4500 for 32 Member Chapter

ROY BUTLER, Vo-Ag Instructor, Owyhee, Nevada

The Duck Valley Chapter of the Future Farmers of America is located on a remote Indian reservation in northern Nevada. The nearest city is 97 miles away.

Here on the reservation the main enterprise is livestock and hay production. The livestock numbers are not sufficient to utilize the abundance of hay. This, coupled with an extremely dry year in a large area to the south of us, gave birth to the idea of the chapter baling hay on a commercial basis. As in many chapters, financing such a venture presented somewhat of a problem. But knowing where most farmers secure operating capital, the chapter officers and their adviser, Roy Butler, traveled 200 miles round trip to the nearest bank and were able to convince the banker that it was a worthy undertaking. Through the efforts of our State Director of Vocational Education, Mr. John W. Bunten, we were able to obtain $1097.25 from school funds. The balance needed to buy the hay baler we wanted, $1287.75, was borrowed from the bank and signed for by the chapter officers with the adviser and two members of the school board. We had the full cooperation of our administrator, Mr. Kenneth Crawford, and the County District administration.

Baling started June 11, 1959, with the chapters' surplus hay from forty acres leased on a five-year basis. The baler was kept in operation continuously by baling surplus stacked hay until the native hay was ready to be baled in mid-July. Crews of five were run on double shift from daylight till dark on a production scale which averaged $1.50 per hour. When the current year's hay crop was ready to be cut, the chapter undertook a contract with the local livestock association to cut, rake, bale and stack 200 acres of native hay.

Owyhee Chapter officers signing note of $1287.75 for hay baler.

By this time we had added to our machinery line another tractor, purchased from government surplus, and a side-delivery rake. We used our tractor and mower, which was purchased the year before from surplus, and rented an additional tractor and mower in order to handle the job. The bales were hauled on an 8′ x 16′ trailer built in the shop the previous winter.

With this undertaking well under way, the adviser was called away for a week due to a death in the family. The operation was taken over by the school principal, Mr. Kenneth Crawford, and production was maintained. Before the contracted job was finished, we had enough calls for baling to last the rest of the summer. By August 31, 1959, we had finished all our commitments but one and had to lay off because of school starting again. During the three-day Labor Day weekend we were able to fulfill this commitment.

When all the records were summarized, the chapter had baled over 480 tons of hay and had a gross income for the 90-day period that averaged $50 per day or $4586.90 with total expenses, including the hay baler loan, of $4222.56. This left the chapter with $364.34 clear profit.

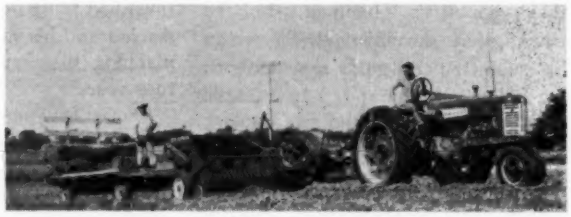
All the benefits cannot be measured in dollars and cents. There are 12 chapter members familiar with a modern method of harvesting hay which, without this project, could not have been possible. Many of the local ranchers were able to sell their surplus hay production because of this project. Three of the chapter's prospective farmers have had their first trip to the bank to secure a loan, an experience which most do not receive until they are on their own. Farm mechanics experience the boys received first-hand under field conditions is impossible to place a value on.

Our chapter treasurer has to his credit two checks of which we are all proud. One is in the amount of $2250 payable to the party from which we purchased the baler, and the other, for $1270, is payable to the bank for payment in full for our loan from them. □

The Summer Tractor Program

A Valuable Teaching Activity

DURLAND WEALE, Vo-Ag Instructor, Addison, N. Y.



Techniques learned and demonstrated in the tractor operators program have practical everyday applications on the home farm. Farm jobs such as hay baling require a skilled tractor operator such as this FFA boy using a properly serviced tractor.

Summer time is no time to ease off on our vocational agricultural instructional program. It is a time when we, as teachers of agriculture, can do some real practical teaching at the home farm and in the FFA. Several FFA chapters in Steuben County of New York State have been using a tractor operator's program as a part of the summer program of activities.

Tractor operation is a popular subject among the boys since it involves every one of them. Our program starts during the school year with a teaching unit on servicing the tractor and a teaching unit on tractor safety. Related units become topics for discussion in classroom and shop according to the pupil needs and interests.

Our July FFA meeting is in the evening. At this time we take the chapter-owned tractor and flat top trailer to the blacktop behind the school where each interested boy proceeds through an obstacle course to show his skill in tractor safety and tractor operation. Operation of the program is by FFA graduates and former tractor-driving winners. Each tractor operator earns a score for his performance of the evening. It is from this event that we select a representative tractor operator and an alternate to represent the local chapter at the county fair contest which is held late in August. At the county fair, the agriculture departments of the county cooperate with the county 4-H club department to make a bigger and better competitive program for both groups.

Content of the Program

The Tractor Operator's Program is composed of the following five parts:

a) a written examination
b) a daily service exam
c) operation of a tractor through an obstacle course
d) a belting exercise
e) a safety check during the complete performance

The written examination is composed each year by a committee of vo-ag teachers and the county 4-H agent. It is of the short-answer type and is aimed to test the individual's knowledge of maintaining the tractor and tractor safety. From 50 to 100 questions are enough to be able to rate a student. Papers are corrected and the score for each person is tabulated.

The next unit is the daily service exam, which is administered with only one teacher in charge. For this examination the student actually checks the tractor in detail as though he were going to do a day's work. Fuel, oil and water levels, air cleaner, and tire pressures are among the more important checks to be made. Upon completion, the student is issued a score.

An obstacle course is followed next. This includes hitching of the tractor to an implement (we use a manure spreader with a 7' x 12' wood frame built on it), driving through four gates, backing down a 40-foot alley, placing the implement back in the implement shed, and returning to the starting point. This operation is timed and, upon completion, the contestant is issued a score.

A fourth event is a belting exercise. For this, the student lines up the tractor, belts it to another machine—running the belt in a specified direction and operating the belt for a few seconds. This operation also is timed and an appropriate score is issued.

Event No. 5 is tractor safety. Scoring for this is determined throughout the whole program from observation of driving safety as practiced by the student. Smoking or allowing an extra person to ride is considered to be an unsafe practice.

Determining the Winners

Scoring is done on a points-off system. For example, should the operator fail to check the oil level in the service section, he would receive 70 points off. Should he stall the tractor or grate the gears, he would receive 10 points off in each instance. Other scorings are made in a similar manner. Upon completion of the five sections, the scores from each are totaled and all of the young men who

Proper daily service represents good habits for any tractor operator. FFA Chapter members take great pride in actually making a thorough service check on the tractor which they operate in competition.

Most machinery dealers are cooperative in lending equipment for the tractor operators' competition. This is added opportunity to practice good chapter public relations.

competed are rated—the one receiving the least or lowest score is considered first-place winner. Cash awards now are offered annually by the Fair Board as an added incentive for strong competition.

At the county fair level, our tractor operators' program has been executed by cooperating agriculture teachers of the county who are assigned various responsibilities for specific events. Areas which are supervised by teachers include administration and correction of the written tests and checking of the daily servicing, tractor operation, and belting to a stationary object by the contestants. The safety section of the contest is checked by any supervisor who notes a violation. 4-H leaders also assist as inspectors or scorers.

Tractors used for this contest are new models of the popular makes throughout the area and are obtained through the cooperation of distributors. The committee chooses, if available, the 2-3 plow size because of its common usage. Machinery dealers have been very helpful with the program, and students are anxious to "get hold" of the tractor of their choice. Students are willing to assist with the responsibility of obtaining and returning the borrowed tractors.

The described Tractor Operator's Program makes a valuable addition to any FFA summer program of activities. Students will develop the idea that the summer FFA meeting amounts to something and that there is an immediate, every-day use for the instruction given. Even the class teaching units of tractor operation, maintenance, and safety take on more forceful meaning to the vo-ag boys in that guesswork is taken from tractor driving. It is well to keep in mind that the event can be a valuable addition to local or county programs and can easily be adapted for state and national competition. □

We are—

Emerging from the Fog

Our Work Is Cut Out For Us

NORMAN K. HOOVER, Teacher Education,
The Pennsylvania State University

Norman K. Hoover

"TO MY MIND, it is desirable for as many boys and girls in high school as possible to have an ultimate vocational goal. It may well be that many of them will change their minds before the high school course is over or in later years. But, if the student thinks that what he or she is studying in school is likely to have significance in later life, the study question takes on a new importance. There is less tendency for such 'committed' students to waste their time or have a negative attitude toward schoolwork." These words from an educator with the stature of Dr. James B. Conant (1) should be reassuring to those who are emerging from the fog of recent years as to whether or not we in vocational education in agriculture have a responsibility for occupational guidance and possibly for partial training in the area of off-farm agricultural occupations.

As a group of educators in agriculture, we have come a long way in clarifying some of our thinking since the 1955 A.V.A. Convention held in Atlantic City, N. J. At that time there was no definition for or delimitation of an off-farm agricultural job; the responsibility of the teacher of agriculture in this area of work was fuzzy; we were talking vaguely about our responsibility to the 40 per cent of the workers in this country who work with agriculture products; and one suggestion from the floor was that all occupations represented by persons who came on the farm for business purposes was our responsibility.

Since that time considerable study and research have been done to provide answers to some of the troublesome questions that have caused confusion (in many cases, frustration) among teachers, supervisors and teacher educators in agriculture as well as among chief school administrators, guidance counselors and deans of instruction in colleges of agriculture. Some of the questions and the answers based on study and research follow.

A Meaningful Term Is Found

What is a meaningful term to use for occupatinons in agriculture other than those involving the on-farm work of food and fiber production? The terms agri-business, related occupations and related agricultural occupations have been used extensively. All of these terms have connotations and implications that are not descriptive for the areas of agricultural occupations involved.

Agri-Business, as is commonly used, implies that the position involved requires fairly advanced training in agriculture and business, usually a B.S. degree. This term, then, rules out many of the occupations that are of a skilled or semi-skilled nature and do not require a college education.

Related Occupations, as a term for occupations about which the teacher of agriculture is concerned and for which he has a responsibility is entirely too vague. To have any meaning, the "related occupation" must be related to something. Obviously it is the intent of those using the term to relate it to agriculture. This would suffice if all persons reading the literature were professional people in agriculture; however, for school administrators, guidance counselors and many other "laymen" the term "related occupations" is not definitive.

Related Agricultural Occupations, a term used frequently in recent years and one used by the writer in his study (2), may seem to be the answer to the criticism given above. Repeated use of this term at meetings with teachers of agriculture and guidance counselors, however, has proven that it leaves much to be desired because the occupations involved are "in agriculture" and not merely related to it.

Off-Farm Agricultural Occupations, a more meaningful term, has been used more recently for the occupations considered here and has found favor among Pennsylvania teachers of agriculture. While the usual dictionary definition makes little or no distinction between farming and agriculture, common use of the term "farmer" connotes on-farm work involved in the production of food and fiber. "Agriculture," however, is normally used broadly to include all phases of the agricultural industry. Bryam (3) has used the

term "off-farm agricultural occupations" in his recent book "Guidance for Agricultural Education." Kennedy (4) recommends that: "Writers and researchers should adopt more widely the term 'agricultural occupations' to identify occupations with some relationship to farming." This seems to put farming in a category outside of the agricultural industry. The writer prefers to think of agricultural occupations as having three subdivisions for occupational guidance purposes: (1) on-farm occupations, (2) nonprofessional off-farm agricultural occupations (not requiring the employee to have a college degree) and (3) professional agricultural occupations (those requiring the employee to have a college degree).

The Occupations Are Defined

By what means can we determine the occupations in agriculture for which the vocational agriculture program serves a purpose and for which the teacher of agriculture has a responsibility? During the early part of the past decade, in writings as well as in conference discussions on this problem, practically no limitations were placed on the kinds of occupations to be included. In many instances all jobs involving materials and equipment relating to the production, distribution, processing and marketing of food and fiber were included. U. S. Census Bureau data show that approximately 40 per cent of the total workers in the United States are working with or involved in some way with an agricultural product. This figure has been used by all too many to show the importance of the agricultural industry to our total economy and has been misconstrued to mean that vocational education in agriculture should be concerned with 40 per cent of the workers of our country. This is not a true picture because, even from the most superficial survey of a list of agricultural occupations, it is obvious that such jobs as making wire fence in the steel industry, bagging flour in a large flour mill or delivering bottled milk to all persons along a given route need not be of any concern to the teacher of agriculture.

By what criterion or criteria, then, can it be determined which off-farm agricultural jobs should be considered in an occupational guidance program involving vocational agriculture? One criterion, used by the writer, that has been well received in many groups is that "the occupations are of such a nature that the employees are worth more to their employers because of the employees' farm background, their knowledge of farming and their understanding of rural folk. Concepts that aid in determining whether an occupation meets this criterion are: (1) the occupation serves rather directly the farm enterprise through production materials and equipment or through distribution, processing or marketing of food and fiber, (2) the occupations require some knowledge of farming and/or involve working with farm people, (3) the occupations, or the occupational steps leading to them, are only one step removed from an on-farm operation and (4) the occupations are serving the farm enterprise and farmers in a manner unique for the farm and not merely in the same way that they serve all other enterprises or persons.

By interviewing 142 young men recently graduated from high school and employed in occupations meeting the above criterion and concepts, Hoover (2) found that being farm reared and having had vocational agriculture contributed significantly to the success of the individuals in their occupations.

Another approach to this question has been made by Kennedy (4) in a study that involved a classification of off-farm agricultural occupations on the basis of knowledge of farming needed by workers in the occupations. Kennedy found that there are occupations in which persons with a farm background or agricultural training are more employable or more successful than persons without this background or training and that the value of this varies with the occupation. Both of these studies emphasize the need for considering the occupational requirements in terms of the worker's knowledge of farming, his farm background and his agricultural training in terms of knowledges and skills required in farming.

Vo-Ag Contributes to Off-Farm Agricultural Occupations

Does the existing vocational agriculture program in high school contribute to the successful establishment of a worker in an off-farm agricultural occupation? In the study by Hoover (2), previously referred to, the 142 recent graduates of 25 Pennsylvania high schools were divided into two groups—those who were graduated from the vocational agriculture curriculum (80 individuals) and those who were graduated from other curricula (62 individuals). As measured statistically by five criteria, those who were graduated from vocational agriculture were established in their occupations to a greater degree than those graduated from other curricula.

It seems logical to assume that there would be contributory relationships among four of the criteria: (1) job satisfaction, (2) number of promotions, (3) annual income and (4) increase in net worth. For example, a high degree of satisfaction with an occupation should produce a series of conditions favorable for promotions; promotions should beget increases in annual income; increase in annual income should make it possible to increase net worth.

The high school program in vocational agriculture might conceivably contribute to this chain of events through several phases such as: increased knowledge of crop and livestock production problems; improvement in mechanical skills; better choice of occupation because of the student's own evaluation of his interests and abilities through work experiences and study of subject matter; a broader knowledge of agricultural occupations gotten through actual contacts with the agricultural industry; and ability to work with other people because of the numerous demands for working together in the farm shop, cooperative activities in the Future Farmers of America, and in laboratory and field trip situations.

This possibility of contributing relationships was substantiated by the study because a frequently encountered pattern was: (1) a student elected vocational agriculture because of interest; (2) the program contributed a knowledge of production problems, mechanical skills, leadership ability, and a broader knowledge of the agricultural industry; (3) knowledge of the industry provided for a judicial choice of occupation; (4) this in turn led to greater job satisfaction, increased promotions, better wages and more net worth.

Evidence to support the idea that the existing program of vocational agriculture does contribute to a worker's preparation for off-farm agricultural occupations is found in Kennedy's study (4). He reports a number of occupations that require considerable knowledge of farmng. The present program, then, designed for preparation for farming, should

contribute considerable knowledge for such occupations. Agricultural training was thought necessary by employers interviewed in a California study supervised by Sutherland and Thompson (5). The concluson of the investigators was that: "Vocational Education can provide the training for these occupations. Training of less-than-college grade was found sufficient for over 95 per cent of the skilled and semi-skilled workers, for over two-thirds of the sales and service personnel and over 40 per cent of the supervisory and managerial staff." In a study by Clark (6) it was found that over one half of the employees in a number of off-farm agricultural occupations performed skills in farm mechanics, dairy, livestock, crops and many other areas of farm work.

Clark states that: "Ability to use farm management data to help in computing costs, planning budgets and making decisions such as purchasing machinery, remodeling buildings and applying fertilizers are also required of a substantial portion of those interviewed." He further states in summarizing his study that: "Vocational agriculture has a contribution to make to the training of workers in these businesses. More than two-thirds of managers rated training in farm skills as valuable or indispensable for initial employment in their business. Approximately the same proportion indicated training in farm skills as valuable to indispensable for promotion in their business. Whether we include present and prospective workers in nonfarm agriculture business in our present vocational agriculture classes or organize separate classes, it is clear that vocational agriculture has a place in the training of these workers at both the pre-employment and at the adult levels."

The conclusions drawn from these studies indicate quite clearly that a sound program of vocational education in agriculture geared to the establishment of young men in farming does contribute to the marketability of an individual seeking employment in an off-farm agricultural occupation and in his eventual successful establishment in it.

Vo-Ag Teaches About Agricultural Occupations

Should the present vocational program provide for teaching *for* or *about* off-farm agricultural occupations? The question of "how to do the job" cannot be answered until the "job to be done" is determined. Too often, in the discussions and writings of recent years, a line has not been drawn between (1) teaching the knowledges and skills required *for* a job and (2) providing occupational guidance information *about* a job.

There is implied in all four of the studies cited previously in this article the fact that training for the occupations will require new programs. In California the new programs, as pilot programs, are being conducted in the Junior Colleges. The point involved here is that the occupations meeting the definition or delimitations set forth here are so numerous and the skills and knowledges involved so varied that no teacher could add the teaching *for* any appreciable number of occupations to his already full schedule. Some will say that specialization on the part of teachers is the answer; but specialization by teachers of agriculture requires density of population so that there will be large numbers of students in multiple-teacher departments. This we do not have to any great degree in vocational agriculture. In a 10 per cent random sampling of the 10,500 teachers of agriculture, Hollenberg (7) found that the enrollment per department was 43.3 and the median was 37.1 per department. These data strongly point to the futility of thinking about "wholesale" specialization.

The Agricultural Adjustment Center at Ames, Iowa, in cooperation with the Kellogg Foundation held a conference in May, 1959, using as the theme "Agricultural Education in Our Public Schools." A considerable part of the conference time was devoted to the question being discussed here. As agricultural education teacher trainers and state supervisors and agricultural college deans of resident instruction discussed the problem, the conclusion drawn was that the first concern was to provide occupational guidance information relative to opportunities in agriculture; thus, teach *about* off-farm agricultural occupations. This seems quite clearly to be a necessary first step and, of course, involves getting the information to do such teaching. Teaching *for* such occupations can be considered a second step in the complete process but can be dealt with only after there is more understanding of the process involved in, and more information about, an occupational guidance program in agricultural education.

Vocational Agriculture Is Adequate For College Preparation

Is vocational agriculture in high school an adequate preparation for an agricultural college program of studies? Closely associated with the confusion and misunderstanding about the previous four questions is the one dealing with the adequacy of vocational agriculture in high school for the agricultural college-bound youth. One point overlooked by many who think a student should not take vocational agriculture if he has the ability to do college work is that the very thing that often provides the motivation and incentive for such a student to go to college is his increased and broadened knowledge of the agricultural industry acquired through the vocational agriculture course in high school. In Pennsylvania many farm reared and other rural high school boys do not decide to go to college until they have had advanced work in vocational agriculture and in the FFA which involves them in county, district or state-wide activities. McFarland (8) states: "In Minnesota, at least, the number of rural farm boys who at the ninth grade level have decided on college-going are limited. The desire must be aroused through skillful educational leadership, with the vo-ag instructor himself serving as the prime example of what college training in agriculture can do." He further states: "One weakness in the suggestion that college-bound youth, or those with college level ability, should stay away from the vo-ag program in high school in order to secure more adequate 'academic' preparation is that experience shows that there are few influences in the high school encouraging the nonvo-ag student to consider professional agriculture. Until the general attitude toward agriculture as a field, on all levels, changes, and until school administrators, counselors, and science instructors realize the richness of this field, nothing in the high school serves the field of professional agriculture so well as a source of information and stimulation as does the well-run vo-ag department. In striving to assure a steady flow of superior individuals in agricultural science, care must be taken not to cut those ties now serving well as feeder support."

Deans of instruction in our colleges of agriculture, high school administrators and guidance counselors have

rightly raised questions about adequate preparation for college programs of studies. As in the other four areas, sufficient research has been done in recent years to take much of the guessing out of this question. Recently Myers (9) made quite a thorough study of research done in this area. He cites the results of many studies dealing with the relationship between vocational agriculture in high school and college achievement in agricultural subjects as well as in academic subjects. From an analysis of these studies he makes this statement: "These data lead us to conclude that the vocational agriculture program is preparing students for academic courses in college at least as well as any other courses or curriculums. Research has shown us that there is no course or curriculum that will prepare students for academic success in college any better than another. Specifically, the available evidence shows that the experiences acquired in the vocational agriculture program help to provide attitudes, appreciation, experiences, and educational background needed for academic success in higher education. Therefore, on the basis of this evidence, as well as on the basis of personal experience, I am convinced that a good high school vocational agriculture program is a satisfactory preparation for college and university work."

A Plan for Action

An effort has been made in presenting these five questions and the answers to point to the fact we in vocational education in agriculture have done research and have the information needed to make fairly positive statements. This information should enable us to arrive at a fairly uniform plan of action. This plan of action, as a beginning and a necessary first step, must be one that emphasizes teaching about the occupational opportunities in agriculture. For effective teaching in this area there must be:

1. More information from employer and employee about the skills and knowledges needed so that occupations closely associated with farming can be identified.

   Several of the studies cited above pave the way for more work of this kind on the local level. The occupations vary from one part of the country to another so in the final analysis, as in all of our teaching in vocational agriculture, consideration by the teacher of the local situation will be a key factor in the effectiveness of the effort.
2. Materials prepared in the form of occupational briefs so that the students as well as guidance counselors and teachers of agriculture will be better informed.

   Such occupational briefs may be in outline form or in paragraph form. Some major items to be included are: a description of the job, the necessary qualifications, employment opportunities, possible income and other benefits.
3. Information about the entry requirements for these occupations and the entry possibilities.

   A study is underway in the North Atlantic Region to determine the entry opportunities, number of employees needed, etc. in a number of off-farm agricultural occupations that do not require an employee with a college degree.
4. More consideration given to the selection of entering agricultural students on the basis of their probable interests and abilities in and their aptitudes for off-farm agricultural occupations.

   The selection of students for the vocational agriculture high school course should be more than merely a student's interest in farming. Furthermore, all rural boys who are potential agriculture workers should, in some way, be "examined" to determine abilities and aptitudes in this area that might be unknown to the student.
5. An organized plan for teaching the occupational guidance information.

   It is the author's opinion that the teaching of agricultural occupations should be integrated with the teaching of agricultural production subject matter; e.g., the work of a cow tester would be discussed during the teaching of a unit on milk testing and/or record keeping.
6. Additional emphasis in "Placement on Farms for Work Experience" in the farming programs of students who do not have adequate facilities at home to acquire the needed farm skills.

   The surface has hardly been scratched relative to the possibilities of a planned, supervised and properly evaluated program of placement on farms for work experience.

What About the Future

The future of this phase of the work in agricultural education, as the future in all realms of activity, presents a challenge. The steps just presented as "A plan for the Present" seem to be justified on the basis of study, observation and recently acquired knowledge. Will we teach specific skills for groups of closely related agricultural jobs? Will we use work experience in agricultural industries to replace the present on-farm work experience? Present indications are that employers and employees in the off-farm occupations about which we should be concerned believe the farm experience, the knowledge of certain production and management problems and the acquired skills are important in off-farm agricultural jobs. If we short-cut the training program by teaching specific job skills and by providing specific job work experience, will we aid the employee by making him employable in a shorter span of time or will we "kill the goose that laid the golden egg"?

Research must determine our course of action.

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High School Influences on the Occupational Choices of Farm Reared Senior Boys

JAMES W. HENSEL, Graduate Student, Iowa State College

James W. Hensel

HOW important is the high school in influencing the occupational aspirations of farm boys? How does the vocational agriculture program fit into the farm boy's choice of an occupation? An attempt was made to partially answer these and other related questions in a Master thesis study recently completed at Iowa State College.[1]

Information for the study was obtained from twenty high schools which had offered vocational agriculture training and from a similar group of twenty schools which had not offered a vocational agriculture program. A final sample of 216 farm reared senior boys was selected with 108 boys having received vocational agriculture training and 108 boys who did not take vocational agriculture.

The students' replies to a question concerning their occupational choices were used to group the occupations into three areas: farming, professional and other. Of the 216 seniors studied, 91 selected farming as their first occupational choice, 71 chose professional occupations, and 54 boys indicated a desire to enter other occupations.

No significant differences were found concerning the occupational choices of farm reared senior boys attending schools which offered vocational agriculture and those seniors attending schools not offering this type of training in relation to the criteria used in this study. Similarly, the farming status of the parent did not significantly affect the occupational choices of the students studied; therefore both type of school attended and farming status of the parent were dropped as stratifications and for most of the study the 216 boys were considered as a group.

A highly significant relationship was found to exist between the occupational choices of the high school seniors and their percentile rankings in class. There were indications that farm reared senior boys ranking high in their respective classes tended to choose professional occupations.

Farm reared senior boys who chose professional occupations participated in the total of all high school activities to a greater extent than did the boys who chose farming or other occupations.

The senior boys who ranked high in their classes scholastically also tended to participate to a greater extent in music, miscellaneous and in the total of all high school activities.

In response to a question concerning the extent to which they obtained information about or developed an interest in an occupation from a list of persons, the senior boys in both types of schools rated the parent at the top. In the schools offering vocational agriculture, the vocational agriculture instructor was named as the second most influential person. Ranked third in the vocational agriculture school was a friend and fourth was a person working on the job. In the non-vocational agriculture school, a person working on the job and a friend were listed second and third respectively.

Through the use of a coded mean score for the replies of the 216 boys concerning the influence of various persons, several interesting comparisons were made. The coded mean score of the vocational agriculture teacher was greater than the combined scores for teachers of mathematics, physical or biological science, English and speech and industrial arts. The vocational agriculture teacher was easily the most important high school teacher in relation to influences toward a vocational choice.

The extent to which farm reared senior boys obtained occupational information from the vocational agriculture teacher was compared to that obtained from the county extension personnel. The mean score received by the vocational agriculture instructor was more than four times that received by the county extension personnel. Apparent also was the indication that the county extension personnel furnished more occupational information to senior boys in schools that offered vocational agriculture than they did to boys in schools not offering this type of training. This could be interpreted in various ways, but it seems that the presence of a vocational agriculture department in an area enhances rather than detracts from the influence of the county extension personnel.

The senior boys were then asked to name the person they felt had influenced them the most in the choice of an occupation. Of the 91 boys who chose farming, 65.9 percent listed the parent as the most influential person concerning their choice of an occupation. The vocational agriculture instructor was listed by 12.1 percent of the boys who chose farming and no other person was mentioned by more than 5 percent of this group.

Parents were listed as being the most influential person by 26.8 percent of the 71 boys who chose professional occupations. The vocational agriculture instructor was listed by 12.7 percent and 9.9 percent named the teacher of physical or biological science as the most influential person in their choice of an occupation.

Of the students who chose other occupations, 51.8 percent said their parents were the most influential persons concerning their choice of an

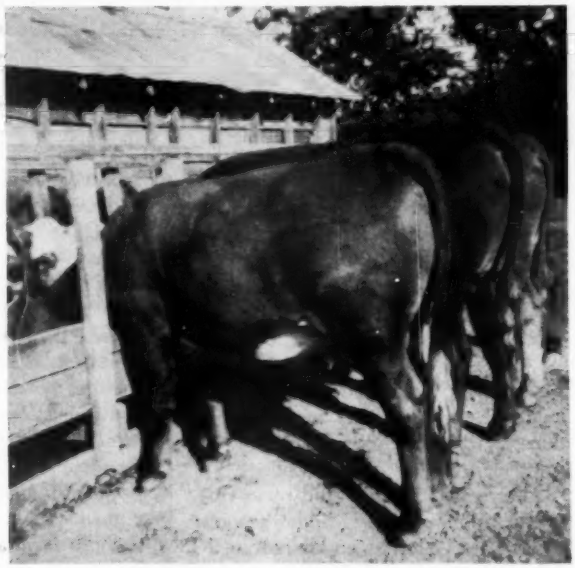
[1]James W. Hensel. Relation between high school characteristics of farm reared senior boys and their occupational choices. Unpublished M.S. Thesis. Ames, Iowa. Iowa State College Library. 1959.

occupation. The person on the job was listed by 12.9 percent of the 54 students selecting other occupations, and 11.1 per cent mentioned a friend.

Inspection of the totals of the three occupational choice groupings revealed that 49.5 percent of the 216 farm reared senior boys named their parents; 10.2 percent listed the vocational agriculture teacher; and 7.9 percent named a person on the job as being the most influential person in their choice of an occupation. It is interesting to recall that in the stratification on the original study, only one-half of the high schools offered vocational agriculture, yet the vocational agriculture instructor ranked second high—next to the parent as the most important person listed by the senior boys as an influence in their choice of an occupation.

The students were also asked to name the one source of information which they felt had influenced them the most in their choice of an occupation. Their replies indicated that experience on the job had the greatest influence on the occupational choices of farm reared senior boys who selected farming and nonprofessional occupations. Books and pamphlets tended to be the most important source of information for the senior boys who selected professional occupations. □

Pictured is Bob Putman, the past President, and W. F. Webb, local International dealer, discussing deep placement of fertilizer beside the row. Mr. Webb provided the tractor and equipment under the educational plan. The chapter pays 10% of list cost for its use.



Shown above are a few of the forty-three head of common feeder calves grown by the Dexter Chapter. The procedure is to buy in fall at three to four hundred pounds weight and sell at about 700 pounds in late summer. Plans are to change to a feeding program.

Use part of your summer for—

Developing a School Laboratory

JOHN P. BRYANT, Vo-Ag Instructor, Dexter, Missouri

John P. Bryant

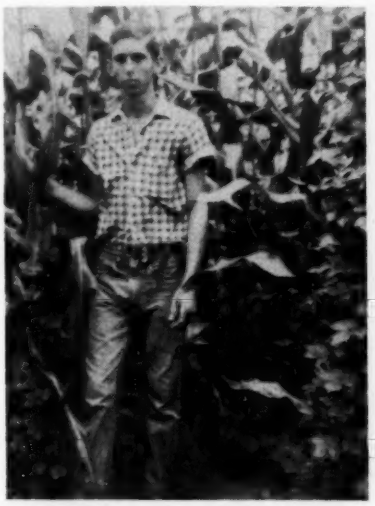
All teachers of vocational agriculture should be concerned about presenting a practical phase of training in high school. Classroom instruction has to be challenging to the teacher and students if much learning is to take place. School laboratories will most generally help the methods of instruction.

It has been stated that as high as twenty-five per cent of schools in some states have school laboratories. These vary in size from a very few acres to a few hundred acres. I think they should be large enough to grow most of the common crops of the community and also large enough to handle livestock. Larger farms may cause labor problems as all the work cannot be done by the boys as a cooperative project.

Our members donate one-half day with their tractor or a full day of labor each year as their part toward our cooperative project. The chapter then hires one of the members to do the rest of the work. Larger school laboratories require a full time working manager. This should be an ideal situation as it would relieve the agriculture teacher of much responsibility and would make farm management a practical subject to teach to the advanced boys.

The Dexter school laboratory has been in operation for five years. We have farmed land on six different farms, but we have given up some of the less desirable as the better land became available. We raised only wheat and soybeans at first, but we have included corn and beef calves the last three years. This crop year we have thirty acres of wheat, thirty acres of corn, ten acres of soybeans, seventy acres of pasture and one-half interest in forty-three head of beef calves. Part of the farm is operated with Doane Agricultural Service Management; they have the other half interest in the calves.

The chapter had accumulated about one thousand dollars before I was employed and before we started the school laboratory. They had accumulated this from soda sales at school activities. We borrowed money from the Production Credit Association to buy the cattle. This made it possible to acquaint the boys with this lending agency. Some have since made use of their service.



Proper fertilization, weed control and variety selection have been the main functions of corn. Pictured is Ralph Stanfill, the Chapter Vice-President.

The Dexter School Board also voted to allow us to operate one thousand dollars in the red from the activity fund to get started. These three factors have eased our financial problem.

The chapter has been progressing well financially. The chapter uses some of the profits for the FFA functions such as banquets, contests and trips. It is my hope that some of the profit can be used to purchase some land so improvements can be made to meet instruction needs.

Our cattle operation is similar to that of some farmers in the community; they look with interest on what is done. The superintendent said he and the official board feel that our school laboratory is the most worth while thing that the department has done.

We try to tie the classroom instruction in with the farm operation. Some desirable activities have been the corn variety test and caring for the cattle. We have been able to castrate, dehorn, worm and give hormone implants to the calves.

The question might be asked, "Is a school farm necessary for all departments?" That would be a hard question to answer, but here are some questions you should consider before starting one:

1. Will the farmers in your community let your department use their farms for field trips?
2. What are the purposes of the farm?
3. Are you willing to devote some labor and managerial effort of your own?
4. Are your boys enthusiastic about the possibilities of a school farm?
5. Is financing a problem for your chapter activities?

The new varieties are usually selected for seed. Marion Jones is in a ten acre field of new Scott variety bean.

6. Are the school officials willing for such an operation to be developed?
7. Will the parents support such a program, and will they allow occasional use of their machinery?

The school laboratory is the best money making activity we have undertaken. It also provides for effective application of classroom teaching, so I advocate the development of one whenever possible. □

Better Methods of Communication

Can Improve Your Vocational Agriculture Program

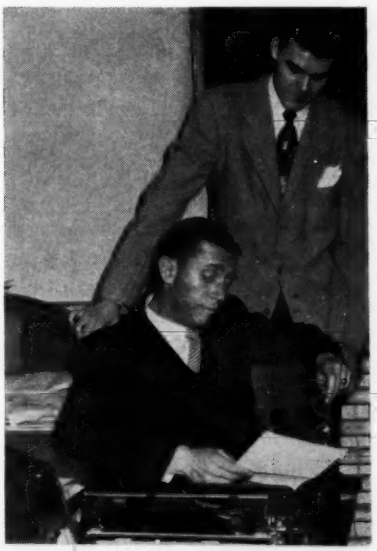
RALPH J. WOODIN, Teacher Education, Ohio State University

Ralph J. Woodin

"I am going to show these farmers that they can't afford to keep low producing dairy cows," explained the vo-ag teacher just before the adult farmer class assembled. The meeting got underway, a spirited discussion was held, but after the meeting one farmer on his way down the hall summed up the meeting by saying, "He seemed to think we should go out and buy these fancy pedigreed cattle and we just can't afford 'em." Call it misunderstanding, faulty thinking, or ineffective teaching, this is an example of failure of communication in agricultural education.

A workshop on communication methods which can be used to improve local agricultural education programs was held at The Ohio State University this summer. Participants included 25 agricultural leaders in Ohio including both county agricultural extension agents and teachers of vocational agriculture. The workshop was sponsored by the Department of Agricultural Education and was under the direction of Dr. R. W. McCormick and the writer. The participants devoted full time for a three-week period to an analysis of research and writing in the field of communication and its applications to agricultural education.

Where are the trouble spots in local vocational agriculture programs where better communication can help? Members of the workshop identified them as 1) working with lay committees; 2) classroom teaching whether for high school students, young farmers, or adult farmers; 3) person-to-person contacts whether at school or on the farm; and 4) contacts with the general



Local newspaper editors are often key persons in the process of communicating with farm people.

Communicating to and through committees is important to a successful program of vocational agriculture.

Effective two-way communication between the vo-ag teacher and his young farmer class in an essential to the success of this program.

public who are relatively unfamiliar with the vocational agriculture program.

Communications methods suggested for meeting the situations listed above involve more effective use of the spoken word, more attention to the dynamics of group thinking, better writing for newsletters, newspapers, and periodicals, and better organized visual aids to communication. These and other findings and recommendations are presented in a 100-page report entitled "Communication in Agricultural Education," which was published in November.

According to this report, the final test of effective communication is the same as the test for effective teaching. It is the extent to which socially desirable changes in human behavior are brought about through the exchange of meaning from one person to another. The workshop further emphasized that effective communication is not an additional part of a program of vocational agriculture but rather it is involved in all parts of the program. A teacher of vocational agriculture who understands and effectively uses the communication process evaluates his every activity in terms of how efficient it may be in promoting exchange of meaning and ideas. In fact, the report states that a large measure of the success of agricultural leaders in the past has been due to their skills and ability to communicate with their students, their peers, and the general public.

Many important advantages come to the teacher of vocational agriculture who is skillful in putting sound communication methods to work in his program. According to the workshop report, these teachers secure the following advantages:

1. They involve a larger number of participants in their programs.
2. They teach more in less time.
3. They make the teaching-learning process more challenging.
4. They shorten the adoption time required for bringing about changes in farm practice.
5. They bring about a greater total improvement in farming and in farm people within a given period of time.
6. They secure the understanding and support of a larger proportion of their community.
7. They make more efficient use of their professional time.

Whether a teacher is planning an FFA meeting, making farm visits, teaching a young farmer class, or discussing a policy with an advisory committee, sound methods of communication can help accomplish the purposes which need to be achieved. □

A "must" for your summer program—

Preserving Plant Specimens

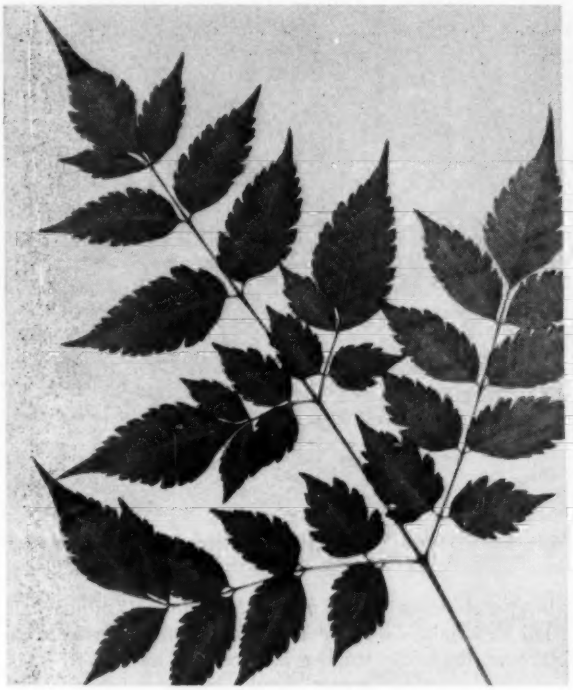
J. C. ATHERTON, Teacher Education,
University of Arkansas

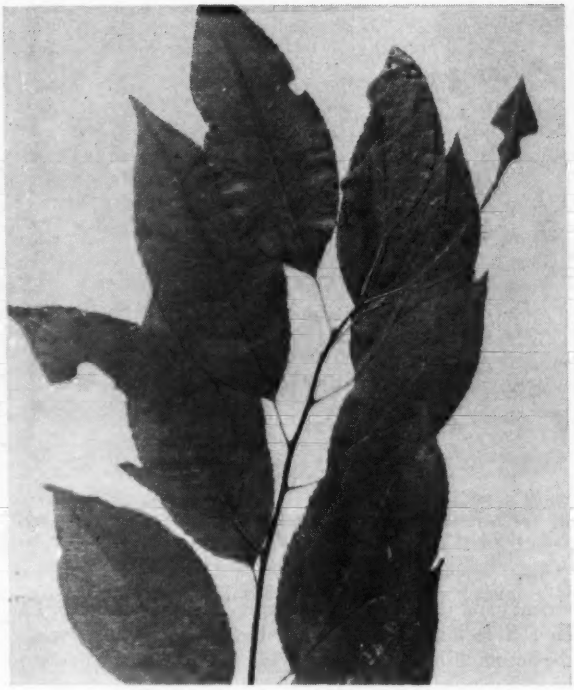
J. C. Atherton

PLANT specimens can be used advantageously in a variety of teaching situations in agriculture. It is not always practical nor convenient to have fresh materials when we conduct a particular unit of instruction. Many plants are of such size that they may be stored and then be available for use as desired by the instructor. In other instances, it may be desirable to preserve portions of the plant only.

A simple and inexpensive system of plant preservation follows:

Collect the plant specimens and press flat between blotters. At the end of approximately two weeks the plant is ready for mounting. In a large clasp envelope, 9″ x 12″ or larger (I prefer the 9″ x 12″ for ease of filing), cut a "window in one side leaving about one-half inch of envelope on each side of the window. Cut a piece of white cardboard of such size that it fits into clasp envelope snugly. On the white cardboard, lay the plant specimen, arranging it to suit your desires and fasten it to the cardboard with small strips of scotch tape. Then take a piece of saran wrap, stretch tightly over the specimen and card and fold the ends of the wrap on the reverse side of the cardboard. The specimen is ready now for insertion into envelope with the specimen showing through the window.





I find it advisable to identify the specimen and to list any other pertinent information such as its source on a separate piece of paper which is placed in the envelope behind the specimen.

There are several values in preserving plant specimens this way such as:

Materials are readily available in the community.

This system is a simple procedure.

Little space is needed for filing.

Materials are easy to handle.

It is of material assistance in teaching tree or plant identification in the classroom as well as other units on plants. □

Guides for sound—

Teacher-Student Relationships

R. N. CRAIG, Teacher Education, Texas A. & M. College

R. N. Craig

GOOD TEACHER-student relationships is one of the most important elements contributing to the success of a program of vocational agriculture and to the success of the teacher. Developing and maintaining such a relationship is a must for the new teacher as well as for the old.

To bring about such a relationship, what things do students expect from teachers?

Students expect:

1. *The teacher to be honest, just, and fair to all students.* This sounds so simple, yet is of utmost importance. There is no faster way to destroy morale than to show partiality toward some and not give proper recognition to others. The teacher must treat all students equally. This teacher-student relationship cannot be violated without destroying morale within the class.

All discipline should be just in every respect. This does not mean that the same type of discipline will be used for all students and for the same offense. The type should be designed to fit the student's personality. For the same offense, then, one student may be assigned extra work, another one may be deprived of special privileges, and another one given a verbal reprimand.

2. *The teacher to take a personal interest in them.* Some students may have undesirable personality traits. A good teacher will possess the ability to disregard such traits and take a personal interest in those students too. If a teacher shows his dislikes and holds personal grudges, it becomes obvious to the rest of the class and results in low morale, disrespect for the teacher, and a poor learning situation. Teacher idiosyncrasies will also quickly destroy morale and have made many teachers a laughing stock among their students.

3. *To be told the reason "why" at all times.* To say blindly that everyone will do such and such by Wednesday is not meekly accepted by a student. He must be told why it needs to be done by Wednesday. If he understands this, he then becomes part of the team and will be willing to put forth his best effort.

4. *A well planned program of work.* Such a program will include definite student aims and goals. These should be explained to students so they will know what is expected of them and the goals they are expected to attain.

5. *Loyalty at all times.* Teacher loyalty should be given the student on every issue which is or seems to be important to the student. The student expects the teacher to go to bat for him on issues where help is needed. Many times this will be a shielding from harrassment originating from various sources.

6. *That all directives and orders be clear and positive.* In giving these directives, the teacher should be consistent in the manner in which he expects students to carry them out. When these directives remain con-

Good discipline on field trips can be enhanced by good planning by the teacher. Linnie Pape, student teacher of vocational agricultural education from Texas A&M College conducts such a field trip while doing student teaching at Flatonia, Texas.

Leon Kainer, vo-ag teacher at Flatonia, Texas takes a personal interest in students by helping with their record keeping.

sistent and constant, students will have a feeling of confidence during the accomplishment that there will not be a change in rules laid down initially, and that their work will satisfy all requirements.

7. *That work demanded of him is within his capabilities.* Such work should be challenging but attainable. He will then experience success in his achievements, thereby becoming motivated to attain greater things.

8. *Recognition and awards for worthwhile achievements.* When students accomplish goals toward which they have been working, they should be rewarded accordingly. These rewards may be in the form of grades, praise from the teacher, or public recognition. The teacher, by no means, should let friction between his personality and that of the student interfere with his giving students the rewards they deserve. Failing to give students deserved awards can kill their initiative and desire for future worthwhile achievements.

9. *Courteous treatment.* Common courtesies should be maintained at all times. Courtesies between teacher and students do not belittle either. On the other hand, such action is evidence of alertness, pride, good manners, and mutual respect.

10. *Mistakes to be admitted.* For example, when incompetent members of a class have been selected by the teacher for jobs of importance, then the teacher should correct his mistake. Never hang on to dead wood to keep from admitting an error. This type of action breaks morale about as fast as any single element. Correcting mistakes increases the respect students have for a teacher.

11. *Position and rank of the teacher to be used to help students rather than to be used in a dictorial manner.* A teacher has tremendous power. This power should be used intelligently, wisely, diplomatically, and constructively. It should not be used to belittle the importance of a student. Sometimes it may even be necessary to remove a student from an assigned job because he isn't producing. This should be done diplomatically without using rank and position as an axe.

12. *Proper personal relationships to be maintained.* A teacher cannot get *too* familiar with his students and at the same time expect them to maintain proper respect toward his position. When a teacher attempts to use the "good Joe" approach to gain student respect, he is on the down-hill road to failure. Students admire the teacher who has high

Undesirable actions can lead to undesirable relationships and behavior.

Desirable actions of the teacher while conducting class can be most important in maintaining good student relationships and behavior.

standards and is strict, within limits. They expect him to outline the boundaries within which they can operate. When this is done, the teacher will have a much better relationship with his students.

13. *Loyalty toward the school and the school administration.* To criticize your school system or superiors in the presence of students actually hurts you more than it does the ones being criticized. Student morale can be torn down in a hurry when one openly criticizes. If a teacher cannot be loyal to the school as a whole, then he owes it to both the school and to himself to do something about it.

In brief, students expect the teacher to be "the teacher" at all times and to treat all students as "students." Such action results in an excellent teacher-student relationship.

What are some indicators of proper teacher-student relationships in the vo-ag department? Let's visit a "make-believe" department.

As we enter the building, we are confronted with the bulletin board. Is it neat? Does it contain up-to-date notices that are pertinent? Does it look so interesting that students will check it each day to see what new material has been added?

As we enter the classroom, do we see students that seem to have pride in their department? Is the classroom neat, orderly, and well kept? Do students seem proud to have you look around rather than seeming apologetic about the appearance of the classroom? Do students speak to the teacher with respect and show evidence of appreciation to him? Does the teacher respond to the students in a similar manner?

After leaving the classroom, we enter the teacher's office. One glance will tell if things are organized and operated in a systematic manner.

Upon entering the shop, do we find tools, equipment, and supplies well organized and in their proper places? If students are in shop, are they busy doing something constructive and educational? Do the projects show evidence of quality workmanship? Or do projects have the look of "someone hurried to get this over with?"

Of course there are other indicators of proper teacher-student relationships but it behooves each of us to take stock frequently and examine the relationship we have with our students. The status of this relationship, whether good or bad, will be determined almost entirely by the teacher. No teacher will have trouble with morale if he constantly reminds himself that *he is there because the students are there,* not vice versa. □

The Place for Group Guidance

In Vocational Agriculture

KENNETH WALL, Vo-Ag Instructor, Ellsworth, Wisconsin

Kenneth Wall

FEW teachers have the opportunity to work as closely with his students as do teachers of vocational agriculture. What other teacher knows the home life, the financial conditions and the attitudes at home as well as the agriculture teacher? The reason that he should understand the many problems of each of his students is, of course, due to the fact that on his many home visits he has the opportunity to talk to the students in a more confidential way than he could at school. Also, he gets to know the parents which is equally important in understanding the student. All teachers are aware of the fact that the attitudes of the parents are often found in their children. Therefore, a knowledge of the parents will often help the teacher understand any unusual behavior pattern of the student.

Now, because of this opportunity to know the students, we as agriculture teachers must also realize that we have a responsibility to use this information in real guidance work. Student counselling is of utmost importance and certainly every good teacher spends a great deal of time in this phase of guidance, especially during the summer months. However, when the vo-ag boys are in school the teacher will find many opportunities to carry out group guidance in addition to individual counselling.

What are some of the opportunities in group guidance for the instructor of vocational agriculture? One of the more important areas lies in the field of educational and occupational information. A fine opportunity lies in his classroom work, especially in the farm management class where the question "Shall I be a farmer?" is discussed. Wouldn't this be a fine time to have the students study some of the other vocations that may appeal to them? Such a study would probably include such points as: training required, physical and mental requirements, income possibilities, and any other phases that may affect the desirability of such a vocation. Oral reports of these studies could then be made to the other members of the class. We have often found that other jobs aren't nearly so attractive after a thorough investigation has been made of them. On the other hand, if a student discovers a way of living that is better suited for him than farming, certainly no fault can be found with that.

Another opportunity for group guidance presents itself in the study of getting established in farming where father and son agreements are discussed. The need for stressing a good working arrangement was rather forceably brought to my attention when one of my former students came to me after he had been out of school for twelve years. He was ready to quit farming because, after all these years, he was still working for wages. He and his dad had never gotten together to work out a satisfactory partnership. Perhaps if we had emphasized this important phase of guidance he would have been a happier and more successful farmer.

In our FFA work we find many excellent opportunities to render some valuable guidance assistance. Our whole FFA program is based upon group guidance whereby we endeavor to train boys for a successful life. If we check our program of work, we find that each phase of FFA work is directly concerned with guidance. Where can we find a more effective tool in teaching the importance of leadership, community service, scholarship, etc., than in a strong FFA chapter? Perhaps we should analyze our programs to see that we are emphasizing the real values in FFA work.

Countless other opportunities for

real guidance present themselves to the good instructor of agriculture. Young farmer and adult farmer work are certainly not to be ignored in a good guidance program. If we analyze the job of the vo-ag teacher, we find that his whole program is based upon guidance. A good instructor will constantly search for ways to be of help. He will have to recognize intellectual, emotional and physical differences in his students and learn how best he can help. He must create within each student the desire to set a goal and then encourage him to achieve his goal.

Group guidance is, of course, only a part of the guidance program, but to a busy agriculture teacher it can be a most rewarding part. Few good teachers will be satisfied unless they have done all they can to help each of their "boys" become successful farmers and citizens. □

Improving Our Guidance and Counseling Principles

CLIFFORD VAN BERKUM, Vo-Ag Instructor, Swea City, Iowa

Have we made the best use of the opportunities of guidance and counseling that are before us? For many years now, even before a lot of schools have hired a professional counselor, the challenge has been confronting the vocational agriculture instructor.

Since the advent of Sputnik, the purposes of high school education have swayed heavily towards science. Is this going to change our counseling concepts? Undoubtedly it already has. Many departments have lost good students because they are interested in advanced math or other course conflicting subjects.

Then what is the answer to this dilemma? Should it be compromise or should we become stubborn? It should probably constitute a little of both. Although it is the vo-ag instructor's primary purpose to develop and cultivate prospective future farmers, he must also be fair enough to recognize that a majority of his class will be going to related occupations or have abilities that will be more satisfying in other fields. This doesn't mean, however, that we should be over eager to compromise at the expense of watering down our program. Research has shown that vo-ag has hurt no one scholastically, but has actually helped the person to accomplish his goals. Show and tell your school officials how the training the student is receiving is so valuable that it would be a shame to see it wasted. If they become so convinced, your troubles should be overcome.

Administrative Persuasion

What are you going to use for ammunition to fortify your theory? First, this business of related occupations. There are few occupations that are not directly dependent or associated with agriculture today. It is to the student's advantage to be able to converse intelligently with the foundation of our democracy, the farmer. This is enough to make a person a success or failure in his field. Secondly, students wanting to go to college won't lose any valuable credits if the vo-ag program is planned accordingly. What is meant by planning a program accordingly? Agriculture being a science covers nearly all the facets of our natural and applied sciences. So why don't we then enjoin some of these in our courses? Surely four years of vo-ag should be sufficient to replace one year of biology providing we teach these principles in our soils or crops and husbandry sections. And this can be said for many other courses as well. The education departments of some states have already given high schools permission to use vo-ag as a science substitute. College administrators have also found that vo-ag students have done as well or better than students who haven't had this training in high school. Third is the ability of a student to learn from an eager and enthusiastic instructor and most vo-ag men are so inclined. A vo-ag instructor is probably admired by his students more than other classroom teachers. So if a student desires to copy someone's characteristics, the drive of a vo-ag instructor will have many advantages to the student to reach his goals. And last, such is the instructor's enviable position among classroom teachers that our students come freely to get guidance help. This is important since it is much easier to help a student who asks for help. This is also important to the student and the parent because a student who receives such guidance does a better job both in school and out. Remember, if you expect to sell administration on these principles we may have to do some compromising of our own. Never get the idea the school program is designed solely around the vo-ag program.

Counseling Practices

Although a lot of your counseling will be limited to individual conferences with the students, don't forget that class or group counseling can be equally important. Often class time can be well utilized by talking over a student's problems in class. Be careful that the students don't ridicule the person with the situation or it may be the last problem he will ever come out with openly. Give the students in either method opportunity to do the talking. A student's freedom of speaking on his problems may suffer if the counselor doesn't give him a chance to express himself. If you as a counselor want to do the talking, you can afford a psychiatrist. Leading questions will keep the conversation moving. The more he says, the more you learn. Also remember that you are not a trained phychologist. A counselor should not diagnose or make decisions for the student. Nor are we trained to work with and cure the distressed and disturbed. So when working with these students in these areas, admit that your ability is limited and refer them to some one trained to do the job. Another fault of many counselors is to try to solve the problem too quickly. There is seldom a clear-cut solution that will work in all or many of the cases. Even if the answer is found immediately, it is going to take help and guidance to get the problem completely solved.

If your school hasn't a guidance program in operation, it will probably be your sole responsibility to do all the guidance work with your vo-ag students. It would be worth your time to set up a file of related occupations information that is available to your students at all times. A gimmick that helps get the boys to read this information is to set up an "occupation of the week" bulletin board. This is accomplished by placing a new occupation and related materials on the board every Monday. Another technique is to have students study and report to the class on an assigned occupation. This promotes good class-

room discussion and brings up many questions and facts otherwise forgotten. Other things like college days and career days are also important.

Are you completely prepared to do a good job of counseling? Probably so in the farming end of the program. However, if you feel that you lack the necessary equipment to help students with their problems, there are several good correspondence courses offered from the colleges or some college credit night schools on guidance.

Guidance people working alone cannot do the entire guidance job. That is why we should, at all times, try to cooperate with administrators, teachers, students and parents, with other specialists inside and outside of school, and with all interested individuals and organizations in the community. Only if guidance workers seek and obtain the whole hearted cooperation of the above persons and groups will they be able to render the best possible services to their students and communities. □

FUTURE THEMES

June–Measuring Progress in Agricultural Education
July–Farming Program Philosophy
August–Changing Needs of Young and Adult Farmers
September–Use and Evaluation of Teaching Aids
October–Keeping Pace with Developments in Agriculture
November–Keeping Pace with Developments in Education

News and *Views* of the Profession

Teacher Educators Organize

A new organization known as the American Association of Teacher Educators in Agriculture was formed at the American Vocational Association convention held in Chicago last December.

Membership of the organization is composed largely of teachers of professional education courses in colleges and universities preparing high school teachers of vocational agriculture. There are now 67 such institutions.

The new organization replaces a group which had functioned informally within the American Vocational Association for years; it will continue to be affiliated with the AVA.

Purposes of the American Association of Teacher Educators in Agriculture are: to provide greater opportunity for exchange of ideas, philosophy, and professional materials among members of the profession; to improve communication with professors of agriculture; to work more closely with other teacher education groups toward the improvement of teacher education standards; and to encourage educational research.

Officers of the new organization include: Dr. L. L. Knuti, Montana State College, president; Dr. David R. McClay, Pennsylvania State University, president elect; Dr. Milo J. Peterson, University of Minnesota, secretary; and Dr. V. R. Cardozier, University of Tennessee, treasurer.

The next meeting of the American Association of Teacher Educators in Agriculture will be held during the American Vocational Association Convention in Los Angeles in December, 1960.

L. L. KNUTI,
Teacher Education
Montana State College

BOOK REVIEWS

A UNIVERSITY DEPARTMENT EVALUATES ITS CURRICULUM. Department of Agricultural Education, Ohio State University, Columbus. Published in cooperation with Division of Vocational Education, Ohio Department of Education. Richard H. Wilson, Editor.

As the sub-title indicates, this book is "an evaluation of the curriculum in agricultural education at Ohio State University." In fact, it is a report of a series of five different studies, each of which was concerned with evaluation of some phase of determining how well the total program of preparation for vocational agriculture teachers had been serving its function. Four of the studies were done by graduate students, two at the Master's level, the other two being doctoral studies. The fifth study in the series was conducted by the members of the Agricultural Education Department.

Although the evaluation was essentially one of self-study, part of the plan was to involve people outside of the Agricultural Education Department. This was done from the planning of the overall plan to the completion of the series of studies. For the benefit of others wishing to use similar approaches in evaluating teacher education programs, some evaluation of these approaches is given in the book. Some of the groups involved in the evaluative processes in the studies include college students, faculty, graduates, high school administrators and certain organizations and agencies closely related to the work of the teacher of agriculture.

The book gives considerable details of each of the five studies, including a number of tables. Of particular interest to some will be nearly 100 pages in the Appendix devoted to survey forms, letters and other devices used in the evaluation studies.

As stated more than once in the book, this is in the nature of a progress report and is not considered a complete prescription on evaluating a program in teacher education. However, the profession is indebted to the Department of Agricultural Education at Ohio State University for making readily available the findings of its own evaluation.

C. C. SCARBOROUGH,
Teacher Trainer,
North Carolina

CURIOSITIES OF ANIMAL LIFE by Dr. Maurice Burton. Sterling Publishing Co., 419 Fourth Avenue, New York 16, New York, 1959. 128 p. Price $3.95.

How do animals find their way home? Can animals talk to each other? Such questions are answered in this book. Written informally, sprinkled with anecdotes, the book will increase the interest of old and young in animal life.

C. C. SCARBOROUGH,
Teacher Trainer,
North Carolina

A BUTTERFLY IS BORN by J. P. Vanden Eckhoudt. Sterling Publishing Co., 419 Fourth Avenue, New York 16, New York. 1960. 91 p. Price $2.50.

Shows and tells how the butterfly develops, step by step, from the egg deposited on a leaf to the full-grown butterfly. The radical, yet systematic, change from an "ugly" caterpillar to a beautiful butterfly helps boys and girls understand nature.

C. C. SCARBOROUGH,
Teacher Trainer,
North Carolina

Tolt Carnation Chapter exhibit at North-West Junior Livestock Show, at Auburn, Washington. Of the steers, 3 were prime, one was top choice and one was down four places in the choice division. In the picture from upper left to right, Bradford Berry, a senior—prime; Bert Benton, a sophomore —Prime-Grand Champion FFA Division; (Bert was named Grand Champion Novice Showman and this was the first time he had raised a steer); Brent Hinze, a senior—Top Choice, first steer raised; Harvey Rothschild, a senior—High Choice; Dietrich Jung, a senior—(State FFA Reporter) Prime.

R. D. Walen, Carnation, Wash.

Stories in Pictures

The old for the new. Model T Ford wheels and plow handles, combined into a modern oxy-acetylene carrier for a modern farm shop. Built in the Steamboat Springs, Colorado, Vocational Agriculture shop. (Photo by Paul Foster)

N. Dakota Service Award Recipients, L. to R. Leo Vossler newly elected NDVAA President, 10-year service key. Parshall, N. Dak.; Walter McLeod, Sears Roebuck Foundation Representative presenting the awards, 2929 Elliott Ave., Minneapolis, Minnesota; Charles Challey, 25 years of service (gold watch recipient), Valley City, N. Dak., Vice P., Dist. II; V. D. Rice, Alt. Vice P., Region III, 20-year service key, Williston, N. Dak.; Dell Colwell, NDAC Staff member, 10-year service key, Fargo, N. Dak.; Clifford Nygard, Past NDVAA president, 10-year service key, Bismarck, N. Dak. Note—Emil Vallager, Wahpeton, N. Dak., also received a 20-year service key, but was not present to get his in person.

Joe R. Clary, Co-Editor of The North Carolina VO-AG News, looks over latest edition showing pictures and biographical sketches of the vo-ag teachers, teacher trainers and state supervisory personnel in North Carolina. The VO-AG News is a publication of the North Carolina Vo-Ag Teachers Association and the current edition is an 80-page issue of pictures and articles of interest to North Carolina vo-ag teachers. (Photo by J. K. Coggin)

FFA members gain much training in leadership from setting up and conducting FFA shows. Here are members participating in an FFA lamb show. (W. Gray, Princeton, Kentucky)